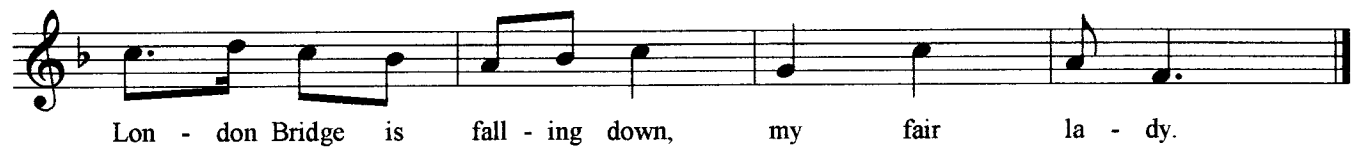
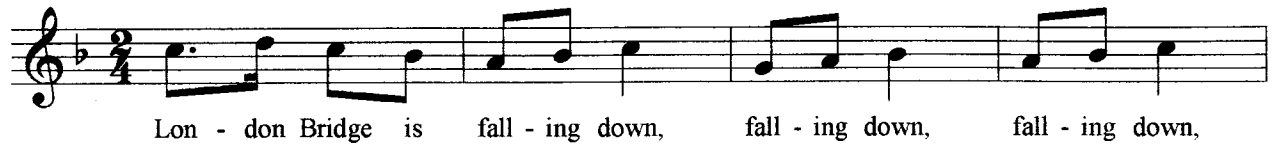


London Bridge is Falling Down



LONDON BRIDGE

London Bridge is falling down.....

Take the key and lock her up.....

Build it up with iron bars.....

Iron bars will bend and break.....

Build it up with silver and gold.....

SINGING

Sing the traditional song several times while sitting in a circle. Students use arm movements for letting the bridge fall at the end of the song (the cadence). Then have students stand up.

Two students join hands, make a bridge. Other students pass under the bridge. It falls, one student becomes a prisoner. At the end of the song, the prisoner is secretly asked if he wants to pay with silver or gold. The prisoner then stands behind the student representing his choice. Another option is that the prisoner takes the place in the bridge of the student representing his choice. The student who was part of the bridge joins the line and the game continues.

This is a good song for developing an awareness of pitch and learning to sing accurately in unison. When students have reached this target, have them gather in groups to act out the story.

Here are some ideas for each person in each group to try:

Be a bridge, be a person, be with a partner. Be with three people and figure out a way to move to the song while singing and acting.

Sing this song as a partner song with Mary Had a Little Lamb. Sing this song as a partner song with Johnny Get Your Hair Cut. Gather in groups and act out each of these songs.

Sing these three songs in groups and sing them at the same time. Be sure to have someone keeping the steady beat by tapping or stepping so that everyone stays together.

PLAYING

Add some accompaniment to the above performances using classroom percussion instruments. Have students study the beat and rhythmic patterns of the songs so they can create some interesting effects.

CREATING

Make a rondo using the songs, London Bridge, Mary Had A Little Lamb, Johnny Get Your Hair Cut. The theme might be all three songs sung together, then each song highlighted as an episode.

LISTENING

Students will be absorbed in listening experiences as they work through the process of the above activities. The leader can lead the learning by asking questions such as:

Listen for what this song is asking us to do.

What do we sing next in the song?

What will your idea be?

Which direction shall we go first?

How could we move to show a bridge?

Describe a motion that might work

CURRICULUM INTEGRATION — History of real London Bridge, Make clay bridges, how much weight will they hold? Read and act out “Three Billy Goats Gruff.” London Bridge is Falling Down, by Peter Spier, True Book of Bridges, by N. and M. Carlisle